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ABSTRACT

This study was undertaken to determine the extent to which State Education Agencies (SEA) are involved in either mandating or recommending school library media personnel evaluation procedures or forms to Local Education Agencies (LEA). A survey instrument was mailed to all 50 SEA's with a 94% return rate. Well over half of the SEA's were involved to some degree in the evaluation process or will be in the very near future, but this involvement for most is in terms of quality control versus creation of evaluation procedures. While the best evaluation procedures incorporate sound and effective evaluation practices, the content validity of the evaluation instruments is weak and there is little sense of a cohesive role. Recommendations include a call for the national associations to determine and disseminate a professional role to aid SEAs who might be creating or revising evaluation instruments. Appendices contain the 15-item questionnaire; study cover letters; and sample evaluation instruments from Missouri, North Carolina, South Carolina, South Dakota, Utah, and Wisconsin. (Author/THC)

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State Education Agencies and The Evaluation of School Library Media Specialists: A Report

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State Education Agencies and

The Evaluation of School Library Media Specialists:

A Report

Abstract

The purpose of this study was to determine the extent to which State Education Agencies (SEA) are involved in either mandating or recommending school library media personnel evaluation procedures or forms to Local Education Agencies (LEA). A survey instrument was mailed to all 50 SEA's with a 94% return rate. Well over half of the SEA's were involved to some degree in the evaluation process or will be in the very near future, but this involvement for most is in terms of quality control versus creation of evaluation procedures. While the best evaluation procedures incorporate sound and effective evaluation practices, the content validity of the evaluation instruments is weak. Little sense of a cohesive role is evident. Recommendations include a call for the national associations to determine and disseminate a professional role to aid SEA's who might be creating or revising evaluation instruments.

State Education Agencies and

The Evaluation of School Library Media Specialists:

A Report

Introduction

The publication of A Nation at Risk (National Commission on Excellence in Education, 1983) acted as a catalyst for the development of teacher evaluation procedures, a phenomenon whose growth had already been stimulated by the accountability movement of the early 1980's. (See Phi Delta Kappa, 1984 for a collection of articles on this subject.) In increasing numbers, state legislatures became involved in mandating teacher evaluation procedures. More often than not, the State Education Agency (SEA) has been the vehicle through which the mandated evaluation has been designed and implemented.

The purpose of this study was to determine the extent to which SEAs were involved in mandating or recommending evaluation procedures and forms for School Library Media Specialists (SLMS) to Local Education Agencies (LEA). A further purpose was to examine these procedures and forms to answer the following questions:

1. Who was involved in designing the forms or procedures?
2. Are SLMSs evaluated differently from classroom teachers?
3. Who is involved in the evaluation procedure?
4. Are evaluators trained?
5. Are the roles of the SLMS clarified?
6. Is the evaluation based on library media program goals and objectives?
7. What library media program areas are evaluated?
8. What procedures are followed in the evaluation process?
9. Are evaluation procedures related to merit pay?

METHOD

Population

The population for this study was the 50 state supervisors of school library media services. This population was identified by using the School Library Media Annual 1985 (Aaron and Scales, 1985). The entire population was utilized for the study.

Instrument

An instrument was designed based upon the research questions previously identified. The questionnaire consisted of 15 questions which requested check off and/or open ended answers. No demographic information was collected as causality was beyond the scope of this study. (See Appendix A for a copy of the questionnaire.)

The questionnaire was submitted to several persons for comments on logic and readability and then was revised. The respondents were asked to forward any documents related to the SLMS evaluation process with the completed questionnaire.

Procedure

A cover letter was designed which introduced the study and requested participation. (See Appendix B) The letter, questionnaire, and a postage paid envelope were mailed to each of the respondents.

Four weeks after the initial mailing, a second mailing was made to those who had not responded to the first mailing. Finally, after another four weeks, an attempt was made to contact by telephone those who had not yet responded in order to solicit their participation in the study.

RESULTS

Forty-three or 86% of the questionnaires, were returned following the two mailings. Phone interviews, based upon the questionnaire, were conducted for four states. The total return rate was 94%.

Question #1. Does your State Education Agency (SEA) MANDATE an evaluation procedure or form to be used with school library media specialists? (Please check one or more replies.) ___*PROCEDURE* ___*FORM* ___*NEITHER*

Thirteen State Education Agencies mandate a procedure for the Local Education Agencies to follow in evaluating school library media specialists.

Six SEAs mandate a particular form to be used. (See Appendix C for examples of forms and procedures.)

Of the 13 SEAs which mandate a procedure, 7 mandate only that a procedure be developed and implemented by the LEA. The SEA does, however, maintain the right of approval of the procedure in the majority of these cases.

There were seven respondents who indicated that their SEA currently neither mandates nor recommends an evaluation procedure, but included notes to indicate that evaluation projects were in some stage of development. Their comments can be summarized as follows:

A. Two states have passed bills mandating an evaluation of teachers, but development of the procedures has not been started.

B. Three states are in the process of developing their procedures. All expect completion and implementation in 1986.

C. In one state, a statewide evaluation procedure for teachers is in effect. SLMSs, however, are not part of the statewide process.

D. "To serve as an information exchange" is the role of the SEA in one state. This SEA collects SLMS evaluation procedures and forms from the

districts within the state and makes them available to other districts. Out of 24 districts in this State, 12 use a form developed exclusively for evaluating the SLMS.

Question #2. Does your SEA RECOMMEND an evaluation procedure or form to be used with school library media specialists? ___PROCEDURE ___FORM ___NEITHER

Four SEAs recommended an evaluation procedure.

Four SEAs recommended a specific form.

Question #3. What is the main purpose of the evaluation?

___*to improve performance*

___*to document decisions regarding personnel retention or termination*

___ *to document decisions regarding the awarding of merit pay*

___ *other (please describe)*

14 to improve performance

2 to document decisions regarding personnel retention or termination

4 to document decisions regarding the awarding of merit pay

2 other

The two respondents which listed the main purpose of the evaluation as "other" described the alternative reason as:

A. Improvement of the student learning experience.

B. To identify general role, share a philosophic base, and to specify types of service, activities, facilities, equipment and materials.

Question #4. If an evaluation procedure is mandated or recommended, please describe the steps in the procedure.

Summaries of the 9 mandated or recommended procedures are as follows (Several states have similar procedures. These have been combined into a single summary here.)

PROCEDURE A.

1. SLMS who choose to compete for merit pay initiates the process,
2. SLMS take a test on pertinent subject matter,
3. SLMS assembles evidence to demonstrate performance of behaviors specified in a domain published by the SEA,
4. A team of evaluators award a score to the SLMS based upon the supplied evidence.
5. The scores from the test and the performance rating (each counting 50%) are combined, and
6. The top 25% (based on the combined scores) of all teachers, including the SLMS are awarded merit pay.

PROCEDURE B.

1. An instrument was developed at the state level to measure the possession of library media competencies.
2. Each district establishes what the minimum score will be in each competency, and
3. The actual evaluation takes place during the school's accreditation process.

PROCEDURE C.

1. An annual plan is developed. It includes a job description, activities, and expected outcomes in each of the function areas specified,
1. A pre-observation conference is held during which the purpose of the evaluation is discussed and the time and place of evaluation is set,
2. A formal observation takes place using an instrument to collect information in an objective manner,
3. A post-observation conference takes place,

4. An informal observation takes place to observe activities which do not lend themselves to formal observation (e.g. planning with teachers, working with students),
5. Indirect data collection takes place,
6. A performance approval plan is created; it includes a plan to help the employee improve performance. The plan contains objectives, strategies for achieving objectives, resource requirements, and completion dates, and
7. A summative appraisal/evaluation conference takes place during which the year's performance is reviewed, discussed, and summarized.

PROCEDURE D. During first year of service

1. An assistance committee is formed: it consists of an SEA representative, a SLMS from the district, and a teacher educator from an institution of higher education,
2. The committee assists in all matters affecting the performance of the position,
3. The committee evaluates SLMS using an SEA approved instrument during 3 observations,
4. The committee and SLMS meet and decide upon recommendations,
5. The committee chair and local school district representative make recommendations as to certification, and
6. Each SLMS is evaluated once a year following the 2nd year of employment.

PROCEDURE E. 1. An orientation takes place during which the SLMS is informed by the principal of the purpose, instruments, and procedures which will be utilized in the evaluation,

2. A minimum of 2 observations are carried out by the principal using the approved instrument,
3. Either party may request a conference following the observation,
4. An improvement plan is written,
5. If the principal cannot provide an improvement plan for the SLMS, the SLMS is referred to an improvement team, and
6. If the SLMS cannot or will not remediate stated deficiencies, dismissal procedures may be initiated.

PROCEDURE F. Initial evaluation procedures are carried out by a statewide team to identify 3 levels of SLMS. After the initial identification SLMS who wishes to move up a level is evaluated using a predetermined instrument by a SLMS at the next higher level.

PROCEDURE G. State library association develops and/or obtains SLMS evaluation instruments and makes them available to interested school district through the SEA.

PROCEDURE H. The SEA develops guidelines on which LEAs design their respective evaluation forms/procedures. The SEA then approves or rejects the LEA forms/procedures.

PROCEDURE I. The SEA mandates that LEA must develop a policy and procedure, but the SEA has no further control or responsibility beyond this point.

Question #5. Does the evaluation procedure or form used with the library media specialist differ from that used with classroom teachers? ___*YES* ___*NO*

8 YES

6 NO

Several respondents reported that this was a local district decision and that they did not have the actual data at this time.

Question #6. Which personnel are involved in the evaluation of the library media specialist? (Check all that apply.)

__library media specialist being evaluated

__principal

__library media supervisor

__teachers

__other school library media specialists

__students

__other (please specify)

17 LMS being evaluated

13 principal

7 library media supervisor

3 teachers

3 other SLMS

2 students

1 other

Since several procedures utilized teams to evaluate, and these teams would be determined individually for each evaluation, several respondents checked more than one category of evaluator.

Question #7. Is the evaluator(s) trained in the evaluation procedure and/or use of the form? __YES __ NO

(If YES, please describe the training.)

9 YES 0 NO

Several respondents remarked that, while training of the evaluator had been mandated, the procedure was in the development stage.

Other comments indicate that this training might include three weeks initial training, a semi-annual inservice,one and one-half days of initial

training period with an annual one day update thereafter, or no specific training. Most of the training described covered observation techniques and instruments to be utilized.

Question #8. Did the library media profession (library media specialists, supervisors, library media faculty in universities) assist in the design of the evaluation instrument or procedure? ___YES ___NO (If yes, please describe the assistance.)

11 YES 1 NO

Among the assistance described were the following:

A. State library/media supervisor chaired the committee to design the instrument for evaluating SLMS,

B. State school library media association developed the form,

C. A committee composed of teachers, administrators, SLMSs, college professors, and SEA representatives developed the procedure,

D. A library school class developed the instrument,

E. A committee of 9 SLMSs developed form,

F. A committee of 21 lay persons and educators, including 2 SLMSs, developed procedure and form.

Question #9. Does the evaluation include a clarification and/or description of the nature of the work to be performed by the library media specialist being evaluated? ___YES ___NO

(If YES, how is this accomplished?)

11 YES 3 NO

This clarification was accomplished mainly by the provision of a predetermined listing of competencies, behaviors, activities on which the SLMS would be evaluated. Only a handfull of procedures allowed the SLMS being evaluated any opportunity to negotiate which role areas on which he/she would be

evaluated. No procedures were identified in which the SLMS could completely negotiate the goals and objectives of the program.

Question #10. Is the evaluation based upon the established goals or objectives of the library media program? ___*YES* ___*NO*

(If YES, how is this accomplished?)

7 YES 5 NO

As noted in the previous question, the establishment of goals and objectives as part of the evaluation process occurs seldomly. Furthermore, in these few cases, this determination is restricted by predetermined "function areas" deemed acceptable.

Question #11. Is an evaluation form mandated or recommended? ___*YES* ___*NO*

Does this evaluation form utilize a judgement perception scale as a method of evaluating? (e.g., The school library media specialist provides leadership to the school staff in selecting instructional materials. ___*never* ___*seldom* ___*usually* ___*always)*

___*YES* ___*NO*

2 YES 8 NO

Question #12. Does the evaluation procedure measure actual output of the library media programs? (e.g., book circulation figures, library media in-service programs for faculty, production of instructional materials, curriculum committee assignments, etc.) ___ *YES* ___*NO*

1 YES 10 NO

Several respondents commented that, while actual output was not measured as part of the evaluation process, the evaluator would be aware of this performance, and this would influence his/her judgement.

Several respondents pointed out that the procedure used in their state required the submission of evidence by the SLMS being evaluated, and that this evidence would consist largely of such output.

Question #13. Please check any of the following areas which are covered in the evaluation:

___Promotion of reading (book talks, story hours, displays)

___Broadening the literature experience (teaching units on folklore fantasy, etc.)

__Teaching the use of the LMC (card catalog, indexes, atlases, Readers' Guide, encyclopedia, etc.)

___Teaching critical reading/viewing skills

___General collection development (books, periodicals, vertical file)

___Instructional materials collection development (AV materials, programmed texts, etc.)

___Professional collection development (for faculty to improve their skills)

_ Facilities management

__ Personnel supervision

___Production of instructional materials

___Instructional design consultation

____Maintaining a positive atmosphere and rapport

___Involvement in professional associations

_ _Other (please specify)

7 Promotion of reading (book talks, story hours, displays)

6 Broadening the literature experience (teaching units on folklore fantasy, etc.)

8 Teaching the use of the LMC (card catalog, indexes, atlases, Readers' Guide, encyclopedia, etc.)

5 Teaching critical reading/viewing skills

9 General collection development (books, periodicals, vertical file)

8 Instructional materials collection development (AV materials, programmed texts, etc.)

6 Professional collection development (for faculty to improve their skills

9 Facilities management

6 Personnel supervision

7 Production of instructional materials

8 Instructional design consultation

7 Maintaining a positive atmosphere and rapport

4 Involvement in professional associations

2 Other (please specify)

added:

1 Community resources to assist students

1 Arranging library displays to promote usage

1 Periodic assessment of school library program

Question #14. Is there a post-evaluation follow-up conference in the evaluation? ___*YES* __*NO*

(If YES, please describe.)

7 YES 4 NO

Among the descriptions are the two following categories:

A. The conference is mandated by SEA policy, but it is up to LEA to design it.

B. The conference takes place only for an "unsatisfactory" rating, and then a team of "excellent" teachers and principals work with the SLMS to improve his/her performance.

Question #15. If your SEA is involved in mandating or recommending merit pay procedures for school library media specialists, please describe the involvement.

School districts in four states use the results of the evaluation procedure as a justification for merit pay decisions. Three other states are developing merit pay procedures and will include the SLMS. One state has developed merit pay procedures but these do not include the SLMS, only classroom teachers.

DISCUSSION AND RECOMMENDATION

Whatever the combination of forces which has caused the sudden demand for evaluation of teachers, these forces have been very effective. Well over half of the State Education Agencies are involved to some degree in the evaluation process or will be in the very near future.

The specifics of the evaluation procedure remain, largely, in the hands of the local education agency. This, perhaps, is a reflection of the traditional independence of the local school boards. The main purpose of the evaluation is, to improve instruction, rather than to support punitive action.

Evaluation Procedures

For those states where a specific procedure has been mandated or recommended, many positive characteristics can be noted. The majority of the procedures have recognized that, while the SLMS performs some tasks which are similar to the classroom teacher, there are enough additional tasks to warrant a distinctly different evaluation form. Furthermore, several of the better procedures recognize the fact that the SLMS cannot be adequately evaluated by direct observation while the SLMS is teaching a group of students. The observation process must also include techniques which capture one-to-one interactions between SLMS and teacher and SLMS and student.

Another encouraging characteristic of several of the evaluation procedures is that they are very systematic in nature and tend to reinforce positive behavior change on the part of the person being evaluated. These procedures involve the setting of goals within the prescribed function areas by the SLMS, the establishment of performance indicators and timelines, and the evaluation of the SLMS on the basis of whether these goals have been met. These procedures often allow for flexibility and the addition of locally generated material. In fact, the best procedures incorporate the recommendations found by Wise, et al, 1984 for effective teacher evaluation practices.

A further illustration of sound evaluation practice by the SEA is the fact that the SLMS is often involved in the evaluation practice from the start. This is done frequently through an orientation process.

A less encouraging aspect of the results from this questionnaire study concerns the training which the evaluators receive. While all of the respondents indicated that the persons doing the evaluation would be trained in the procedure, the duration of the respective training period seems to be inadequate. This is especially true in light of the complexity of some of the procedures utilized.

In summary, procedures meet all of the requirements of an effective and efficient evaluation system. These can serve as models for SEAs and LEAs which will be creating procedures in the near future.

Evaluation Criteria

The greatest disappointment engendered by the study results was the lack of content validity of the evaluation instruments utilized. While the instruments contained a wide variety of activities, there is no real sense of a cohesive role which can be gained from studying them.

This is probably due to a number of causes. Foremost among them is the fact that the library media profession has no clear role definition. As a profession we have developed by adding on various roles, a process complicated by the accelerating technological developments of the last two decades. Our current standards, which never really completed the diffusion process, are over ten years old.

Furthermore, there is a currently acceptable practice of validating an evaluation instrument by making sure it reflects what the practitioner is doing, essentially formalizing the status quo. Even the use of sophisticated statistical techniques such as factor analysis cannot bring a coherent order out of tasks as unrelated as those found on many of the evaluation instruments.

There are many dangers inherent in using nonvalid evaluation instruments. Among these are:

•While any evaluation procedure which includes effective incentives will create an initial increase in activity, unless there is a clear direction in which to move the results will be frustration and hostility.

•The presentation to those outside of the profession of a listing of activities tends to formalize these as the role for the profession. It is distressing to think that principals, teachers, parents, and students view the role of the SLMS as embodied totally by the tasks listed in many of these instruments.

Recommendations

The emphasis on evaluation of teachers is a relatively recent phenomenon. There are many states and districts which have not yet determined the content of the SLMS's role. Additionally, many of the states which have established a procedure allow for the revision of the functions under which the SLMS will be evaluated. Therefore, a great deal of benefit can still be gained from the creation of a clear role description for the SLMS.

Both AASL and AECT need to continue with all deliberate speed the process of determining and disseminating the role of the SLMS. Appropriate models exist which can be modified. It is essential, however, whatever model is accepted, that it be based upon a view of the purposes of the school library media program. Only once the purposes of the program have been established can a coherent instrument be designed which contains the tasks to be performed in order to realize those purposes.

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APPENDIX A

QUESTIONNAIRE

LIBRARY MEDIA SPECIALIST EVALUATION QUESTIONNAIRE

1. Does your State Education Agency (SEA) **MANDATE** an evaluation procedure or form to be used with school library media specialists? (Please check one or more replies.) ___ PROCEDURE ___ FORM ___ NEITHER
If you checked PROCEDURE and/or FORM, please go to question #3.

2. Does your SEA **RECOMMEND** an evaluation procedure or form to be used with school library media specialists? ___ PROCEDURE ___ FORM ___ NEITHER
If NEITHER, please go to question #15.

3. What is the main purpose of the evaluation?
___ to improve performance
___ to document decisions regarding personnel retention or termination
___ to document decisions regarding the awarding of merit pay
___ other (please describe)

4. If an evaluation **procedure** is mandated or recommended, please describe the steps in the procedure.

5. Does the evaluation procedure or form used with the library media specialist differ from that used with classroom teachers? ___ YES ___ NO
(If YES, please elaborate.)

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6. Which personnel are involved in the evaluation of the library media specialist? (Check all that apply.)

___ library media specialist being evaluated
___ principal
___ library media supervisor
___ teachers
___ other school library media specialists
___ students
___ other (please specify)

7. Is the evaluator(s) trained in the evaluation procedure and/or use of the form? ___ YES ___ NO
(If YES, please describe the training.)

8. Did the library media profession (library media specialists, supervisors, library media faculty in universities) assist in the design of the evaluation instrument or procedure? ___ YES ___ NO
(If yes, please describe the assistance.)

9. Does the evaluation include a clarification and/or description of the nature of the work to be performed by the library media specialist being evaluated? ___ YES ___ NO
(If YES, how is this accomplished?)

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10. Is the evaluation based upon the established goals or objectives of the library media program? ___ YES ___ NO
(If YES, how is this accomplished?)

11. Is an evaluation form mandated or recommended? ___ YES ___ NO
(If YES, please continue, if NO skip to #12.)

Does this evaluation form utilize a judgement perception scale as a method of evaluating? (e.g., The school library media specialist provides leadership to the school staff in selecting instructional materials.
___ never ___ seldom ___ usually ___ always)
___ YES ___ NO

12. Does the evaluation procedure measure actual output of the library media programs? (e.g., book circulation figures, library media in-service programs for faculty, production of instructional materials, curriculum committee assignments, etc.) ___ YES ___ NO

13. Please check any of the following areas which are covered in the evaluation:

___ Promotion of reading (book talks, story hours, displays)
___ Broadening the literture experience (teaching units on folklore fantasy, etc.)
___ Teaching the use of the LMC (card catalog, indexes, atlases, Readers' Guide, encyclopedia, etc.)
___ Teaching critical reading/viewing skills
___ General collection development (books, periodicals, vertical file)
___ Instructional materials collection development (AV materials, programmed texts, etc.)
___ Professional collection development (for faculty to improve their skills
___ Facilities management
___ Personnel supervision
___ Production of instructional materials
___ Instructional design consultation
___ Maintaining a positive atmosphere and rapport
___ Involvement in professional associations
___ Other (please specify)

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14. Is there a post-evaluation follow-up conference in the evaluation?
___ YES ___ NO
(If YES, please describe.)

15. If your SEA is involved in mandating or recommending merit pay procedures for school library media specialists, please describe the involvement.

IF POSSIBLE, PLEASE INCLUDE A COPY OF ANY DOCUMENTS USED IN THE LIBRARY MEDIA SPECIALIST EVALUATION OR MERIT PAY PROCESS. (WE ARE WILLING TO REIMBURSE YOU FOR POSTAGE, IF YOU WISH.)

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED.

CHECK HERE ___ IF YOU WOULD LIKE A COPY OF THE RESULTS.

THANK YOU VERY MUCH

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APPENDIX B

COVER LETTER

GRADUATE SCHOOL
OF LIBRARY SERVICE

THE UNIVERSITY OF ALABAMA

September 25, 1985

Dear

As you are aware, the area of teacher evaluation has received an increasing amount of emphasis lately. This emphasis has occasionally manifested itself through formal action by state education agencies. Such actions have ranged from the provision of sample recommendation forms to the mandating of full-scale evaluation procedures which directly impact on merit pay decisions.

We believe that the field would benefit greatly from a study which collects state-of-the-art information regarding evaluation practices and how they relate to school library media specialists. We plan to disseminate the results of the study through presentations at AECT and AASL.

Would you please take a few minutes to complete the enclosed questionnaire and return it in the enclosed envelope by October 18? Would you also consider sharing with us any forms and/or procedural descriptions? We will not disseminate the specifics of what you send us, but rather report information in the aggregate.

Thank you in advance for your assistance.

Yours truly,

Philip M. Turner
Associate Professor

J. Gordon Coleman, Jr.
Assistant Professor

PMT/fw
Enclosure

513 MAIN LIBRARY (205) 348-6010 P.O. BOX 6242 UNIVERSITY, ALABAMA 35486

GRADUATE SCHOOL
OF LIBRARY SERVICE

THE UNIVERSITY OF ALABAMA

October 29, 1985

¥Address¥

Dear ¥Name¥:

We are undertaking a study to ascertain the current status of involvement by state education agencies in the evaluation/merit pay process for school library media specialists. Although we have had an excellent return of our questionnaire, we believe that 100% return is necessary to provide truly authoritative information in this area.

Enclosed is a copy of the questionnaire which was sent to you earlier in case the original was misplaced. We would very much appreciate your cooperation and believe that the results of our study might be of use to your agency. In order that we can compile the results of this survey by the first of the year, we would appreciate it if you could complete the questionnaire and return it to us by November 21. If you have any questions, please do not hesitate to contact us.

Yours truly,

Philip M. Turner
Associate Professor

J. Gordon Coleman, Jr.
Assistant Professor

PMT:JGC/fw
Enclosure

513 MAIN LIBRARY (205) 348-4610 P.O. BOX 6242 UNIVERSITY, ALABAMA 35486

APPENDIX C

SAMPLE EVALUATION INSTRUMENTS

Missouri

Missouri

Performance Based Evaluation—
20 Suggested Criteria for Librarians

I. Management and Administration of the Library Media Center

THE LIBRARIAN:

A. Recognizes the critical role of information retrieval in the future of education.
B. Establishes and maintains an environment in which students and staff can work at productive levels.
C. Manages student behavior in a constructive manner.
D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.
E. Prepares statistical records and reports needed to administer the library media center.
F. Trains and supervises library media center personnel to perform duties efficiently.
G. Administers budgets according to needs and objectives of the library media center within administrative guidelines.
H. Evaluates library media center programs, services, facilities and materials to assure optimum use.
I. Uses time effectively, efficiently and professionally.

II. Instructional Process

THE LIBRARIAN:

A. Exercises leadership and serves as a catalyst in the instructional program.
B. Plans and implements the library media center program of library media skills.
C. Promotes the development of reading skills and reading appreciation.
D. Supports classroom teachers in their instructional units.
E. Provides resources for professional growth of faculty and staff.

III. Interpersonal Relationships

THE LIBRARIAN:

A. Demonstrates positive interpersonal relations with students.
B. Demonstrates positive interpersonal relations with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons.

IV. Professional Responsibilities

THE LIBRARIAN:

A. Participates in professional growth activities.
B. Follows the policies and procedures of the school district.
C. Demonstrates a sense of professional responsibility.

Performance Based Evaluation for Librarians—Evaluation Criteria with Descriptors

I. Management and Administration of the Library Media Center

THE LIBRARIAN:

A. Recognizes the critical role of information retrieval in the future of education.

1. Makes long-range plans which guide the development of the library media center.
2. Encourages the use of new technologies.

B. Establishes and maintains an environment in which students and staff can work at productive levels.

1. Develops and implements policies and procedures for the operation of the library media center.
2. Uses initiative to promote the flexible use of the library media center by individuals, small groups and large groups for research, browsing, recreational reading, viewing or listening.
3. Maintains the library media center in a functional, attractive and orderly environment conducive to student learning.
4. Arranges and uses space and facilities in the library media center to support the objectives of the instructional program, providing areas for various types of activities.
5. Communicates health and safety needs of the library media center to the proper authorities.
6. Assumes responsibility for proper use and care of library media center facilities, materials and equipment.

C. Manages student behavior in a constructive manner.

1. Promotes appropriate learner behavior.
2. Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control.
3. Exercises consistency in discipline policies.
4. Corrects disruptive behavior constructively.

D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.

1. Uses a district-approved selection policy based on state guidelines (e.g., *Learning Resources*, Department of Elementary and Secondary Education, 1975, page 48).
2. Selects materials and equipment which support the curriculum and promote the school's educational philosophy.
3. Uses approved business procedures for ordering and receiving materials and equipment.

Management and Administration (continued)

D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment. (continued)

4. Classifies, catalogs, processes and organizes for circulation the educational media and equipment according to professional standards established by AASL, state and local sources.
5. Uses clearly stated circulation procedures.
6. Informs staff and students of new materials and equipment.
7. Establishes and/or follows procedures for maintenance and repair of media equipment.
8. Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection.
9. Assists in production of materials as feasible.

E. Prepares statistical records and reports needed to administer the library media center.

1. Maintains a current inventory of holdings to assure accurate records.
2. Prepares and submits to administrators such reports as are needed to promote short- and long-term goals of the library media center.
3. Prepares and submits reports to other officials as requested.

F. Trains and supervises library media center personnel to perform duties efficiently.

1. Trains and supervises clerks, aides, student assistants and/or adult volunteers in clerical tasks.
2. Trains and supervises library media center personnel to circulate materials and equipment.
3. Trains and supervises library media center personnel to assist students and staff in the use of the library media center.

G. Administers budgets according to needs and objectives of the library media center within administrative guidelines.

1. Submits budget proposals based on needs and objectives of the library media center.
2. Plans expenditures of allocated funds to meet short- and long-term goals.
3. Keeps accurate records of all disbursements for the library media center.

H. Evaluates library media center programs, services, facilities and materials to assure optimum use.

1. Evaluates programs, services, facilities and materials informally and formally on a continuous basis, identifying strengths and weaknesses.
2. Provides periodically for evaluation by faculty and students.
3. Develops plans for making changes based on evaluations.

I. Uses time effectively, efficiently and professionally.

1. Prioritizes demands on time to provide maximum support of library media center programs and services.
2. Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services.

II. Instructional Process

THE LIBRARIAN:

A. Exercises leadership and serves as a catalyst in the instructional program.

1. Serves as instructional resource consultant and media specialist to teachers and students.
2. Uses an appropriate variety of media and teaching techniques in instructional situations.
3. Provides leadership in using newer technologies for instruction.
4. Provides inservice training and library media center orientation as needed.
5. Plans and/or participates in special projects or proposals.
6. Serves on committees involved with designing learning experiences for students, curriculum revision or textbook adoption.
7. Administers resource sharing, interlibrary loan and/or networking activities.

B. Plans and implements the library media center program of library media skills.

1. Considers long-range objectives when planning instruction appropriate to subject and grade levels.
2. Develops sequential, short-range objectives which facilitate progress toward defined long-range objectives.
3. Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations.
4. Plans with teachers to identify and implement the library media center skills curriculum within the classroom curriculum.
5. Continually instructs students and staff, individually or in groups, in the use of the library media center media and equipment.
6. Encourages independent use of the facility, collection and equipment by students and staff.
7. Guides students and staff in selecting appropriate media from a wide range of learning alternatives.
8. Guides and supervises students and staff in research activities and in the use of reference materials.
9. Communicates effectively with students and staff.

C. Promotes the development of reading skills and reading appreciation.

1. Conveys enthusiasm for books and reading.
2. Develops activities and/or provides individual guidance to motivate reading.

D. Supports classroom teachers in their instructional units.

1. Provides a wide variety of resources and supplementary materials.
2. Assists in choosing and collecting appropriate materials.
3. Cooperatively plans and teaches content appropriate to library media center objectives.
4. Cooperates with teachers in designing and implementing a functional study skills program.

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Instructional Process (continued)

E. Provides resources for professional growth of faculty and staff.

1. Identifies and encourages use of materials from the library media center and professional library.
2. Informs staff of new materials, equipment and research in which they have special interest.
3. Suggests resources outside of the library media center collections.

III. Interpersonal Relationships

THE LIBRARIAN:

A. Demonstrates positive interpersonal relations with students.

1. Interacts with individual students in a mutually respectful and friendly manner.
2. Strives to be an available personal resource for all students.
3. Protects each user's right to privacy and confidentiality in library media center use.
4. Demonstrates understanding and acceptance of different views and values.
5. Gives constructive criticism and praise when appropriate.

B. Demonstrates positive interpersonal relations with educational staff.

1. Initiates interaction with colleagues in planning instructional activities for students.
2. Shares ideas and methods with other teachers and staff.
3. Makes appropriate use of support staff services.
4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
5. Informs administrators and/or appropriate personnel of school-related matters.

C. Demonstrates positive interpersonal relations with parents/patrons.

1. Provides a climate which encourages communication between the library media center and parents or patrons.
2. Cooperates with parents in the best interests of students.
3. Supports and participates in parent-teacher activities.
4. Promotes patron involvement with the library media center.
5. Handles complaints and/or challenged materials in a firm but friendly manner.
6. Identifies community resource persons who may serve to bring the community into the educational process.

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IV. Professional Responsibilities

THE LIBRARIAN:

A. Participates in professional growth activities.

1. Keeps abreast of developments in library science and issues related to teaching.
2. Demonstrates commitment by participating in professional activities (e.g., professional organizations, coursework, workshops, conferences).
3. Takes advantage of opportunities to learn from colleagues, students, parents and the community.

B. Follows the policies and procedures of the school district.

1. Strives to stay informed about policies and regulations applicable to his/her position.
2. Selects appropriate channels for resolving concerns/problems.

C. Demonstrates a sense of professional responsibility.

1. Completes duties promptly, dependably and accurately in accordance with established job description.
2. Demonstrates a responsible attitude for student management throughout the entire building.

Missouri Department of Elementary & Secondary Education
P.O. Box 480, Jefferson City, Missouri 65102

Arthur L. Mallory, Commissioner of Education
June 1985

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North Carolina

Rating Scale
(Please Check)

Performs Unsatisfactorily	Needs Improvement In Performance	Meets Performance Expectations	Exceeds Performance Expectations	Superior Performance	Not Applicable

B. Major Function: Coordinates Resource Maintenance and Acquisitions

1. Conducts needs assessments and evaluations designed to improve media program. ☐☐☐☐☐☐

2. Organizes and provides leadership for the school's media advisory committee, involving administrators, teachers, students, and lay public. ☐☐☐☐☐☐

3. Coordinates the continuous assessment of the media collection, identifying strengths and weaknesses in order to select appropriate media. ☐☐☐☐☐☐

4. Selects resources within the framework of the selection policy adopted by the local board of education. ☐☐☐☐☐☐

5. Coordinates the acquisition process, including cataloging if required, and the maintenance of all media resources, including inventories as needed. ☐☐☐☐☐☐

6. Administers the media program budget. ☐☐☐☐☐☐

Comments_____

_____

C. Major Function: Coordinates Program Dissemination

1. Contributes as media coordinator to the development of annual objectives for the school. ☐☐☐☐☐☐

2. Plans with teachers to integrate media skills into subject area classroom instruction. ☐☐☐☐☐☐

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MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT

STRUCTIONS
1. The evaluator is to rate the media coordinator on a five-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The media coordinator is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the media coordinator must discuss the results of the appraisal and any recommended action pertinent to it.
5. The media coordinator and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the media coordinator's personnel folder.

lia Coordinator Name _____

ıool _____

Major Function: Develops Goals and Upgrades Resources

Rating Scale (Please Check)					
Performs Unsatisfactorily	Needs Improvement In Performance	Meets Performance Expectations	Exceeds Performance Expectations	Superior Performance	Not Applicable
1. Develops annual and long-range goals for improving the school media program.	☐	☐	☐	☐	☐	☐
2. Uses standard selection tools and reviewing sources to evaluate and select all instructional materials.	☐	☐	☐	☐	☐	☐
3. Provides leadership in using newer technologies--e.g., school television or microcomputers.	☐	☐	☐	☐	☐	☐
4. Arranges media facility for most effective use.	☐	☐	☐	☐	☐	☐
5. Trains, supervises, and evaluates clerical/technical aides, volunteers, and student assistants.	☐	☐	☐	☐	☐	☐
6. Upgrades own professional knowledge and skills.	☐	☐	☐	☐	☐	☐

Comments _____

_____

9/83

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Rating Scale
(Please Check)

Performs Unsatisfactorily	Needs Improvement In Performance	Meets Performance Expectations	Exceeds Performance Expectations	Superior Performance	Not Applicable

F. Major Function: Satisfies Administrative Needs

1.	Adheres to established laws, rules, and regulations.	☐	☐	☐	☐	☐	☐
2.	Performs non-media duties as assigned or as a need is perceived.	☐	☐	☐	☐	☐	☐
3.	Maintains accurate administrative records and makes reports promptly.	☐	☐	☐	☐	☐	☐

Comments _____

_____

Evaluator's Summary Comments _____

_____

_____

_____

_____

Media Coordinator's Reactions to Evaluation _____

_____

_____

_____

_____

_____
Evaluator's signature and date

_____
Media Coordinator's signature and date

Signature indicates that the written evaluation has been seen and discussed.

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SAMPLE EVIDENCES FOR

MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT

A. MAJOR FUNCTION: The media coordinator develops plans to ensure effective instruction and management of the media program.

There is evidence that the media coordinator:

1. Contributes to the development of annual objectives for the school.

Evidences

a. attends and participates in curriculum planning meetings
b. meets with grade level/subject area teachers, periodically

COMMENTS:

2. Develops annual and long-range goals for improving the school media program.

Evidences

a. frequently requests input from a variety of sources to determine strengths and weaknesses -- e.g., questionnaires, suggestion box, direct contact with teachers, and media advisory committee
b. consults national, state, regional and local program guidelines
c. submits a written plan to the principal

COMMENTS:

3. Plans with teachers to relate media skills to subject area classroom instruction.

Evidences

a. uses textbooks and curriculum guides to identify subject matter being taught
b. plans with teachers formally and informally

COMMENTS:

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B. MAJOR FUNCTION: The media coordinator is an effective teacher.

There is evidence that the media coordinator:

1. Teacher media skills as outlined by the school's curriculum.

   Evidences

   a. prepares lesson plans which correlate media skills with classroom subject matter
   b. implements prepared lesson plans

COMMENTS:

2. Uses a variety of appropriate instructional methods to enhance student learning.

   Evidences

   a. employs strategies which recognize the different learning styles and ability levels of students
   b. involves students in hands-on experiences

COMMENTS:

3. Effectively uses a variety of instructional materials, equipment, and resource personnel.

   Evidences

   a. selects materials, equipment and/or resource people which are appropriate for the lesson planned
   b. employs variety in the selection of resources to be used

COMMENTS:

C. MAJOR FUNCTION: The media coordinator provides a variety of services which extend the instructional program of the school.

There is evidence that the media coordinator:

1. Provides specific information and resources in response to reference requests.

   Evidences

   a. answers reference questions
   b. prepares bibliographies on request
   c. provides a professional collection for the teacher reference file
   d. designs and produces instructional materials

COMMENTS:

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2. Provides leadership in using newer technologies -- e.g., school television and microcomputers.

Evidences

a. creates an awareness of school television series and materials and plans with the media advisory committee for the effective use of programs
b. orders the requested number of school television catalogs, planning books, and teacher's guides through the system-level ITV coordinator
c. acquires school television programs by recording off-air or purchasing pre-recorded tapes; distributes school television materials to faculty
d. creates an awareness of microcomputer uses in instruction as well as other new technologies, and operates equipment available to the school

COMMENTS:

D. MAJOR FUNCTION: The media coordinator promotes positive relationships with students, staff, and the community.

There is evidence that the media coordinator:

1. Promotes positive relations with the community.

Evidences

a. issues newsletters
b. recruits volunteers and resources from the school and community
c. submits news articles
d. conducts book fairs
e. prepares bibliographies for special occasions
f. conducts open house
g. cooperates with other organizations -- e.g., parent organizations, public (and other) libraries

COMMENTS:

2. Interprets the school media program to teachers.

Evidences

a. develops orientation sessions
b. conducts staff development activities
c. assembles new materials displays
d. produces newsletters

COMMENTS:

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3. Maintains good rapport with students and staff through written, oral and face-to-face communication.

Evidences

a. responds to requests
b. routes information
c. sponsors library clubs and/or other library-related activities -- e.g., book discussion groups and festivals

COMMENTS:

E. MAJOR FUNCTION: The media coordinator effectively coordinates the evaluation and selection of instructional resources.

There is evidence that the media coordinator:

1. Selects resources within the framework of the selection policy adopted by the local board of education.

Evidences

a. makes copies of the selection policy available to staff
b. interprets and implements the selection policy

COMMENTS:

2. Organizes and provides leadership for the school's media advisory committee, involving administrator(s), teachers, students, and lay public.

Evidences

a. schedules regular meetings
b. routes appropriate information to committee members
c. interprets eelction policy for media advisory committee implementation
d. participates in the re-evaluation of challenged materials

COMMENTS:

3. Uses standard selection tools and reviewing sources in the evaluation and selection of all instructional materials.

Evidences

a. consults a variety of standard reviewing sources
b. avoids pre-selected materials
c. maintains records which justify selections
d. uses first-hand evaluation when possible

COMMENTS:

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4. Coordinates the continuous assessment of the media collection, identifying strengths and weaknesses in order to select appropriate media.

Evidences

a. evaluates the collection in light of the school's needs
b. continually removes out-of-date, inappropriate materials from the collection
c. encourages all staff, as well as the media advisory committee, to recommend additions and deletions
d. requests outside professional evaluation, periodically

COMMENTS:

F. MAJOR FUNCTION: The media coordinator is an effective manager.

There is evidence that the media coordinator:

1. Administers the media program budget.

Evidence

a. considers specific curriculum needs, weaknesses of the existing collection, and recommendations of users when expending the budget

COMMENTS:

2. Trains, supervises, and evaluates clerical/technical aides, volunteers, and student assistants.

Evidences

a. establishes written guidelines for using support personnel
b. assigns duties which best use the time and talents of support personnel
c. instructs support personnel
d. observes, directs and evaluates performance regularly

COMMENTS:

3. Arranges media facility for most effective use.

Evidences

a. defines areas clearly -- e.g., reference, leisure reading/browsing, listening/reviewing, etc.
b. considers the function of each area when locating it within the facility
c. considers health and safety regulations when arranging the facility

COMMENTS:

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4. Organizes operations and scheduling procedures thatprovide prompt and maximum access to resources for every student and teacher.

Evidences

a. organizes and locates resources for easy access
b. established circulation policies and procedures which facilitate access
c. maintains regular media center service, extending from before school hours, throughout the day, until after school
d. provides flexible scheduling practices which can accommodate various groups simultaneously

COMMENTS:

5. Coordinates the acquisition process and the maintenance of all media resources.

Evidences

a. prepares orders
b. receives and inspects orders
c. processes materials and places them on the shelves
d. files card catalog and shelflist cards promptly
e. reads shelves periodically to make sure materials are in their proper place
f. determines the necessity of repair to materials

COMMENTS:

6. Maintains accurate records and completes reports promptly

Evidences

a. maintains records to justify budget expenditures
b. completes required reports and inventories promptly
c. uses circulation information to assist in the selection process

COMMENTS:

7. Conducts needs assessments and evaluations designed to improve media program.

Evidences

a. conducts student surveys
b. conducts faculty surveys
c. maintains suggestion box
d. solicits information through informal conversations with students and faculty

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G. MAJOR FUNCTION: The media coordinator displays evidence of professional ethics, growth and development.

There is evidence that the media coordinator:

1. Upgrades professional knowledge and skills.

Evidences

a. attends professional meetings, keeps abreast of current literature, and shares ideas with colleagues
b. attends workshops, seminars, and/or enrolls in advanced courses at institutions of higher learning
c. visits other schools
d. develops a written professional improvement plan which addresses identified weaknesses

COMMENTS:

2. Implements policies and regulations established by the school.

Evidences

a. meets deadlines
b. adheres to school rules and regulations
c. uses proper channels to initiate change

COMMENTS:

3. Performs duties as assigned.

Evidence

a. self-explanatory

COMMENTS:

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South Carolina

SOUTH CAROLINA
MEDIA SPECIALIST
EVALUATION INSTRUMENT

MEDIA SPECIALIST _____

EVALUATOR _____

SCHOOL _____

Mid-Year Evaluation Date _____

End- of- Year Evaluation Date _____

BACKGROUND OF THE INSTRUMENT

This instrument was developed in response to numerous requests from administrators, media specialists and others interested in media services for young people. It has been the result of a cooperative effort between the library/media consultants in the State Department of Education, district media coordinators, members of the South Carolina Association of School Librarians, and students and faculty in the College of Library and Information Science, University of South Carolina.

The instrument was designed to measure the job performance of the media specialist or the basic media professional in a school program.

INSTRUCTIONS

The primary purpose of job performance evaluation is to help the media specialist and his or her evaluator to develop an accurate picture of:

A. What is expected of the media specialist

B. How well the media specialist is meeting these expectations

C. How the media specialist might improve in order to realize these expectations

This instrument may be used alone, as it is, or may be used in conjunction with other planning and evaluation processes. For example, it is suggested that the media specialists develop specific yearly and longer term objectives for the library media program. These should be considered in the evaluation process along with or in relationship to the descriptions included in this instrument. Some districts stress traits evaluation more so than is included in this instrument; these districts may find that by compiling both, a broader and a deeper understanding of the media specialist's job may be obtained.

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EVALUATION INSTRUMENT

SCHOOL LIBRARY MEDIA SPECIALIST

Instructions: Rate the following items on a scale of 1-5 as follows:

1. Outstanding
2. Good
3. Needs Improvement
4. Unacceptable
5. Not observed

The School Library Media Specialist:

I. Develops the school library media program based on systematic planning and evaluation processes.

A. Conducts formal and informal needs assessments among students;

B. Conducts formal and informal needs assessments among faculty;

C. Implements programs based upon measurable objectives, both short- and long-term;

D. Evaluates the library media program by comparing it to national, regional and State standards;

E. Conducts evaluation of the library media program on a regular basis;

F. Solicits input from staff, students, and the community for total program evaluation;

G. Develops guidelines and procedures for the library media program in coöperation with administration, faculty, students, and parents (in accordance with district policies).

Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
1	2	3	4	5

COMMENTS:

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	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
II. Develops and maintains materials and hardware collections:					
A. Follows adopted policies related to selection and evaluation of library materials and equipment (ie., computers, software, books, periodicals, etc.);					
B. Utilizes and consults with established committee when necessary in the process of treating challenged materials;					
C. Utilizes reliable selection tools for materials and equipment;					
D. Includes administrators, teachers, and students in the selection process;					
E. Up-dates collections through selection and weeding;					
F. Provides access to professional materials and information for administration, faculty, and staff.					

COMMENTS:

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
III. Promotes the effective use of resources and facilities for a unified library media program:					
A. Provides a unified access source (card catalog, book catalog or other indexing device) for print and non-print materials;					
B. Provides easy accessibility to print and non-print materials;					
C. Provides guidance and instruction, when needed, to teachers and students in the use of all forms of media (print and non-print);					

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
D. Utilizes existing space and facilities effectively;					
E. Plans for improvement of facilities when necessary;					
F. Provides areas for a variety of activities;					
G. Maintains an attractive, inviting facility.					

COMMENTS:

IV. Seeks personal and library media program involvement in the total school curriculum:	Outstanding	Good	Needs Improvement	Unnaceptable	Not Observed
A. Actively serves on curriculum planning committees (school and departmental);					
B. Actively participates in curriculum implementation (bibliographies, guidance in the use of resources, preparation of learning centers in the library);					
C. Develops programs which meet curricular and interest needs of students.					

COMMENTS:

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
V. Interacts with persons in the school community:					
A. Listens and responds to the concerns of others;					
B. Creates an atmosphere that encourages free expression;					
C. Maintains and projects a positive attitude in working situations with administrators, teachers, and students;					
D. Communicates effectively with administrators, teachers, students, and parents.					

COMMENTS:

SUMMARY:

South Dakota

FIRST YEAR ASSISTANCE PROGRAM

EVALUATION OF SCHOOL LIBRARIANS

Amount of time assigned to library _____

Major level of responsibility _____
(K-6, Jr. High, High School, District-Wide)

Number of libraries supervised _____

One copy of this form shall be kept on file for every evaluation period. The job description of the librarian should be considered during the evaluation process. Comments discussing the reasons for the rating shall be given in writing. This evaluation is based on formal observation(s) on the following dates: _____

_____ _____ _____ _____

In order to receive a "Standard" rating in each category and sub-category, the librarian must receive a majority of "Standards" in each category/sub-category.

If an item is not observed, or not applicable, please indicate by NA.

I. Instructional Management of Resources	Standard	Below Standard
A. Coordinates the library-media program		
B. Promotes the library-media program		
C. Gives instruction in the use of resources		
D. Other		

☐ Standard ☐ Below Standard

Comments:

_____

_____

_____

_____

_____

II. Supervision of the Library-Media Center	Standard	Below Standard
A. Directs the responsibilities of the library staff		
B. Organizes the selection, purchase and circulation of materials and equipment to provide for effective and efficient service		
C. Sustains orderly and appropriate conduct of students using the center		
D. Community resources		

☐ Standard ☐ Below Standard

Comments:

_____

_____

_____

_____

_____

III. Human Relations	Standard	Below Standard
A. Demonstrates communication skills	_____	_____
B. Demonstrates ethnic awareness	_____	_____
C. Maintains rapport with students, teachers, counselors, administrators, parents, etc.	_____	_____
D. Demonstrates fairness and consistency	_____	_____

☐ Standard ☐ Below Standard

Comments:

_____

_____

_____

_____

_____

IV. Knowledge of Learning and Students	Standard	Below Standard
A. Demonstrates understanding of learning theories	_____	_____
B. Recognizes, plans, and provides for unique needs of students	_____	_____
C. Stimulates thought and interest	_____	_____
D. Recognizes each pupil's emotional and social needs	_____	_____
E. Administers and uses appropriate test instruments	_____	_____

☐ Standard ☐ Below Standard

Comments:

_____

_____

_____

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_____

V. Professional Growth

	Standard	Below Standard
A. Continues efforts toward professional improvement	_____	_____
B. Shares and seeks knowledge willingly	_____	_____
C. Demonstrates proficiency in subject area(s)	_____	_____

☐ Standard ☐ Below Standard

Comments:

_____

_____

_____

_____

_____

VI. Certification Recommendation (to be checked if this is the final evaluation)

☐ A. Recommended for librarian endorsement

☐ B. Recommended for second year of assistance program

☐ C. Not recommended for librarian endorsement

Signed: _____ Position: _____
Evaluator Date

Signing shall not imply agreement by the evalutee to the evaluation, but merely indicates that a conference was held and the above discussed.

Signed: _____
Evaluatee Date

Cache School District
Logan, Utah

LIBRARY MEDIA COORDINATOR VISIT REPORT FORM

Name_____ Date_____

School_____ Number of years at current building_____

Brief comments required on ratings of 1 or 2.

I. PROFESSIONAL ACTIVITIES Does this library media coordinator demonstrate a command of the field in the following areas?	Exemplary		Well-functioning		Needs improvement	Not applicable
A. Curriculum						
1. Demonstrates broad knowledge of curriculum.	5	4	3	2	1	N
2. Works with teachers and students to plan learning activities.	5	4	3	2	1	N
3. Demonstrates ability to evaluate and select books and a-v materials for the library media center which reflect the curriculum needs of the school.	5	4	3	2	1	N
4. Demonstrates ability to evaluate and select books and a-v materials for library media center which reflect the recreational reading, viewing, and listening needs of the students.	5	4	3	2	1	N
B. Library Media Utilization and Information Retrieval Skills						
1. Facilitates use of various types of media production equipment.	5	4	3	2	1	N
2. Guides users in reading, listening, and viewing.	5	4	3	2	1	N
3. Encourages literary appreciation.	5	4	3	2	1	N
4. Organizes materials and develops procedures to facilitate their use.	5	4	3	2	1	N
5. Assumes responsibility for teaching library skills.	5	4	3	2	1	N
C. Management						
1. Develops and implements a continuous evaluation plan for the school library media center.	5	4	3	2	1	N
2. Plans objectives for media program which are consistent with school and system wide objectives.	5	4	3	2	1	N
3. Plans the use of media budget to support instructional program.	5	4	3	2	1	N

_____(60)

Comments:_____

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ibrary Media Coordinator Visit Report Form

ame_____

ate_____

	Exemplary		Well-functioning		Needs improvement	Not applicable
I. INTERPERSONAL RELATIONS						
A. Does this library media coordinator develop effective relationships with students?						
1. Works positively with students from different backgrounds.	5	4	3	2	1	N
2. Shows respect for the worth and dignity of every individual.	5	4	3	2	1	N
3. Stimulates learning achievement in students.	5	4	3	2	1	N
4. Maintains warm, comfortable atmosphere in center, conducive to learning.	5	4	3	2	1	N
B. Does this library media coordinator demonstrate effective relationships with members of staff and community?						
1. Works effectively with school staff.	5	4	3	2	1	N
2. Maintains open communication with all members of teaching staff so that supporting services can be effectively provided.	5	4	3	2	1	N
3. Works carefully with classroom teachers to improve students' learning situation.	5	4	3	2	1	N
4. Is actively involved in curriculum planning.	5	4	3	2	1	N
5. Participates in and makes individual contribution to the total school program.	5	4	3	2	1	N
6. Works effectively with parents.	5	4	3	2	1	N

_____(50)

Comments:_____

_____

PERSONAL QUALIFICATIONS

A. Does this library media coordinator have personal qualifications which enhance the library media program?						
1. Is receptive to new ideas and technologies.	5	4	3	2	1	N
2. Demonstrates initiative and creativity.	5	4	3	2	1	N
3. Demonstrates ability to organize.	5	4	3	2	1	N
4. Is approachable by students and staff.	5	4	3	2	1	N

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rary Media Coordinator Visit Report Form

e_____

e_____

PERSONAL QUALIFICATIONS continued

	Exemplary		Well-functioning		Needs improvement	Not applicable
5. Is accessible to students and staff.	5	4	3	2	1	N
6. Demonstrates enthusiasm for teaching.	5	4	3	2	1	N

_____(30)

Comments:_____

_____

GENERAL IMPRESSIONS/ADDITIONAL COMMENTS:

SCORING:

Professional Activities	_____	(60)
Interpersonal Relations	_____	(50)
Personal Qualifications	_____	(30)
TOTAL SCORE	_____	(140)

Wisconsin

JOB EVALUATION
FOR
SCHOOL LIBRARY MEDIA SPECIALIST

Instructions:

This is designed to be used with the local evaluation procedure. It is correlated to the school library media specialist job description developed by the Wisconsin School Library Media Association in 1982.

Legend:

O = Outstanding
C = Commendable
S = Satisfactory
NI = Needs Improvement
NO = Not observed
NA = Not applicable

ADMINISTRATIVE	O	C	S	NI	NO	NA
1. Develops policies to implement the school library media program.						
2. Prepares the budget.						
3. Administers the budget.						
4. Plans and evaluates the school library media program.						
5. Organizes public relations activities.						
6. Develops functional library media center arrangements.						
7. Cooperates with other school library media centers.						
8. Cooperates with local libraries and library system.						
9. Participates in recruiting, training and supervising supportive staff.						

EDUATIONAL						
1. Provides students and faculty with media services and resources.						
2. Creates an atmosphere conducive to learning.						
3. Builds a collection of materials appropriate to the educational program and student needs.						
4. Provides materials for the professional growth of faculty.						
5. Assumes an active, responsible role in departmental, faculty, curriculum, and special activities.						

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	Q	C	S	NI	NO	NA
6. Provides instruction in the use of media services and resources.	___	___	___	___	___	___
7. Works closely with faculty to promote effective use of media services and resources.	___	___	___	___	___	___
TECHNICAL						
1. Establishes efficient acquisition procedures.	___	___	___	___	___	___
2. Establishes efficient processing procedures.	___	___	___	___	___	___
3. Provides an up-to-date collection of materials.	___	___	___	___	___	___
4. Keeps the collection in good condition.	___	___	___	___	___	___
5. Compiles and maintains essential records and statistics of library media center operations.	___	___	___	___	___	___
6. Assures easy access to the collection.	___	___	___	___	___	___
PROFESSIONAL						
1. Assumes an active role in professional organizations and activities.	___	___	___	___	___	___
2. Continues to acquire knowledge through inservice and academic courses.	___	___	___	___	___	___
3. Maintains an effective relationship with students, staff, and the community.	___	___	___	___	___	___

OTHER PROJECTS

_____

_____

_____

_____

_____
Signature of evaluator Date

_____
Signature of library media specialist Date

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JOB DESCRIPTION FOR SCHOOL LIBRARY MEDIA SPECIALIST

Position:

Head of School Library Media Center

Reports to:

Building Principal

Supervises:

Clerical Staff
Technical Staff
Student Assistants
Adult Volunteers

Mission:

All responsibilities listed here are essential to an adequate library media program. Administrators and the library media specialists should determine the degree to which these components can be implemented in the local situation.

The school library media specialist's responsibilities can be categorized as administrative, educational, technical, and professional.

I. Administrative Responsibilities include:

A. Planning the school library media program

- planning hours of operation
- establishing circulation procedures
- scheduling classes
- establishing rules, disciplinary policies, and attendance procedures
- planning use of resources by students and teachers
- planning a program for teaching library media skills
- preparing orientation and inservice activities
- planning for integration with total educational program
- evaluating the program with representatives of faculty and student body

B. Preparing and administering the budget

- authorizing orders and payments
- maintaining records of expenditures

C. Supervising public relations activities

- developing bulletin boards and displays
- announcements, brochures and newspaper publicity
- special activities

D. Planning, designing and arranging school library media centers

E. Cooperating with school and local librarians and library systems

F. Participating in recruiting, hiring, training, and supervising clerical help, student assistants, and volunteers

II. Educational Responsibilities include:

A. Providing services, resources, and guidance to students and teachers

- evaluating and selecting new materials
- evaluating the collection for obsolete materials
- answering reference questions
- supplying students and teachers with needed materials and equipment
- supervising students
- preparing bibliographies
- preparing individual or group instruction in library skills and media production
- providing guidance in the use of materials and special equipment such as microcomputers
- working with individual teachers in planning learning activities
- developing programs to motiviate reading, listening, viewing, and communications skills

B. Creating an atmosphere conducive to learning

- teaching effective use of library resources
- teaching students responsibility in the care of materials, equipment, and environment
- arranging the library media center to support a variety of learning activities

C. Promoting professional reading for staff

- reading and scanning professional journals
- routing materials of interest to staff members
- selecting and organizing materials for the professional collection
- keeping current with educational trends
- circulating materials for professional growth of teachers

D. Acquiring knowledge of the educational program and of student needs

- becoming familiar with courses of study
- conversing with students to determine interests
- surveying faculty and students to determine needed resources
- examining student reading scores
- collaborating with teachers in special projects

E. Participating in departmental, faculty, curriculum, and special meetings

- attending faculty and department meetings
- serving on committees whose activities directly affect the instructional media program

III. Technical responsibilities include:

A. Acquiring and organizing materials

- ordering, cataloging, and classifying media
- supervising physical preparation of materials
- supervising check in, stamping, labeling, filing, etc.

B. Supervising withdrawal of obsolete and damaged items

- removing catalog cards
- adjusting inventory records
- preparing materials for discard
- reclassifying to other areas of the library

C. Planning circulation policies and procedures

- directing assistants in charging and discharging materials, writing notices, counting, filing, and keeping circulation records

D. Maintaining records of materials ordered

- keeping circulation statistics
- inventorying materials regularly
- compiling records of library holdings for annual report

IV. Professional responsibilities include:

A. Participating in professional organizations and activities relating to both education and librarianship

B. Continuing to acquire knowledge through inservice education and academic courses

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